DOCUMENT RESUME

ED 167 665 UD 019 148

AUTHOR	Bertoldi, Arthur R.
TITLE	City-As-School, School Year 1977-1978. Validation Report.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE	[79]
NOTE	42p.; Not available in hard copy due to reproduction quality of the original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Academic Achievement; *Alternative Schools; Career Education; City Wide Programs; *Community Attitudes; Community Resources; *Educational Alternatives; Educational Programs; High Schools; Motivation; Program Evaluation; Secondary Education; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS	*City As School NY; *New York (New York)

ABSTRACT

This report is a statistical summary of raw data on the success of City-As-School (CAS), an experience-based New York City independent alternative high school. A brief description of CAS, its objectives, resource use, staffing, student population, financing, and processes is provided. Data from the Career Maturity Inventory Competence Test, the Career Maturity Inventory Attitude Scale, comparative studies of the student population, interviews with students and staff, community resources and attitudinal surveys given to students, and staff and community resources are used to review and analyze a series of eight behavioral objectives. Assessed is the impact of the program in fostering growth in student occupational knowledge, self-awareness, motivation, course completion, interest and scholastic achievement, and attitudes toward education and CAS as a learning environment. Results of the assessments are summarized and recommendations for continuing the program are made. (EB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FEB 14 1979

VALIDATION REPORT

FUNCTION NO. 500984505

ED167665

CITY-AS-SCHOOL

SCHOOL YEAR 1977-1978

SUBMITTED TO

MR. FREDERICK J. KOURY - PRINCIPAL
CITY-AS-SCHOOL

BY

DR. ARTHUR R. BERTOLDI - VALIDATOR
PACE UNIVERSITY

A Validation of the New York City school program, City-As-School, funded under ESEA TITLE IV, Part C of the ELEMENTARY AND SECONDARY EDUCATION ACT performed for the Board of Education of the City of New York for the 1977-1978 school year.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Frederick J. Koury
City-As-School

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

UD019148

DR. ANTHONY J. POLEMENI, DIRECTOR
BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF EDUCATIONAL EVALUATION
110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201

Validation Notice

*Please note: This report is a statistical summary of raw data in response to validation questions developed for the New York State Education Department as part of the validation grant IV C process. This report is limited in scope to these questions and therefore does not truly reflect the total quality and multi-faceted aspects of the City -As -School programs and alternative learning processes and opportunities for students.

This report is intended for the internal Formative Evaluation use of the City-As-School administration and the SED for validation and demonstration purposes and is not intended for general distribution to the broader educational community. A more personalized, narrative and descriptive type report will have to be developed in the future for greater communications and demonstration purposes.

Dr. Arthur R. Bertoldi

ACKNOWLEDGEMENTS

The following validation report on City-As-School, designed as a formative statistical report, does not and cannot truly reflect the essence, spirit and quality of City-As-School because C-A-S is not a product, it is a process of people working, living and growing together.

C-A-S is people! Whatever success this validation project may have, it is due to the capacity and willingness of the C-A-S people to share their ideas, doubts, frustrations and achievements. Introspection, while beneficial, is never easy. During the school year 1977-1978 C-A-S students, perents, staff, teachers, resource personnel and administrators decided to undertake a self-evaluation, to take a hard look at themselves and to share their perceptions nationally, as part of a validation process. This report in a very real sense is a report from the many wonderful people at C-A-S without whose help and support this validation project could not have been possible.

To the students, alumni and resource people of C-A-S for their willingness to share their feelings and complete what must have seemed like a million and one surveys, forms, tests and opinionnaires, thanks.

Our gratitude to Fred Koury for his administrative leadership for both developing and encouraging the validation and evaluation process of C-A-S. His value system, belief in C-A-S concepts, and modeling for continous self-evaluation was an inspiration for all of us. Thanks.

To the faculty for their cooperation in completing surveys and for preparing detailed validation materials "at a fourth grade level....," so that validators could understand the profound concepts of C-A-S and its many roles, duties and functions of staff, thanks.

To a loyal and dedicated secretarial staff, whose talents are only exceeded by their beauty, charm and gregarious personality, thanks for suffering through my penmanship without complaining.

Last but not least, to Paul Forestieri and Camri Masterman for their boundless energy, loyalty and support, throughout all of the year's validation trials and tribulations, I say thank you, thank you, thank you. Without their consistent organizational, managerial and administrative skills, from validation inception through validation implementation, communications and reportings, this project, with its apparent successful first phase completed could not have become a reality. In concluding this memorable first year, it is my parting wish, dear people, that all of your "eagleness" dreams, demonstration plans and future C-A-S goals become a successful reality. With you, I'm looking forward to Phase II...

Respectfully submitted,

Arthur R. Bertoldi

TABLE OF CONTENTS

CHAPTER	TOPIC	PAGE
i	Validation Notice	2
ii	Acknowledgement	3
iii	Table Of Contents	4
I	Prologue	6
II	Background: City-As-School	8
III	Validation Design	11
IV	The C-A-S Students	13
V	Validation Objectives and Responses	20
	A. Validation Objective 1.1	20
	B. Validation Objective 1.2	23
	C. Validation Objective 1.3	27
	D. Validation Objective 1.4	28
	E. Validation Objective 1.5	33
	F. Validation Objective 2.1	36
	G. Validation Objective 2.2	37
	H. Validation Objective 3.1	38
VI	Conclusions	40
VII	Recommendations	41
VIII	Appendix (see next page)	

VIII APPENDIX

APPENDIX	ITEM
A -	Career Maturity Inventory Competence Test, Form A-1
B -	Career Maturity Inventory Attitude Scale, Form A-1
C -	Career Maturity Inventory, Answer Key
D -	Career Maturity Inventory, Administration and Use Manual
E -	Application for Validation of an Exemplary Project or Practice
F -	C-A-S Attitude Survey-Pre.
G -	C-A-S Alumni Questionnaire
H -	C-A-S Faculty Survey/Questionnaire I
I -	C-A-S Community Resource Survey
J -	C-A-S Attitude Survey-Post
K -	C-A-S Faculty Survey II
L -	Validation Process- P.E.R.T. Time Line
M -	C-A-S Validation Project Publicity

I. PROLOGUE

The validator was priviledged to have attended a C-A-S mid-year graduation ceremony in January, 1978. The "people spirit," that is C-A-S, was admirably demonstrated by the C-A-S students who conducted their graduation ceremony and who displayed their talents. They performed for their parents, guests and C-A-S faculty as a culminating end-of-school festivity. It was truly a feast for the soul to have been able to observe enthusiastic students, proud and happy parents, and rightfully proud faculty, mutually, cooperatively and harmoniously enjoying the fruits of their collective labors over the years. The distinct difference between this C-A-S graduation and others, that I have attended, was the cooperative student-parent-faculty team spirit which pervaded every aspect of the day's activities. The festivities were accompanied by a personalized pride in the uniqueness of each individual's contribution within the C-A-S organization-student, parent, teacher and administrator.

On this day each guest speaker, in our mutual quest, tried to capture the essence that is City-As-School. Most rhetoric failed, however Ms. Susan Strand, one of the graduation commencement speakers, came closest to capturing the true nature of City-As-School with her analogy to THE PARABLE OF THE EAGLE.

THE PARABLE OF THE EAGLE by James Aggrey

A certain man went through a forest seeking any bird of interst he might find. He caught a young eagle, brought it home and put it among his fowls and ducks and turkeys, and gave it chicken's food to eat, even though it was an eagle, the king of the birds.

Five years later a naturalist came to see him, and after passing through his garden, said, "That bird is an eagle, not a chicken."

"Yes", said the owner, "but I have trained it to be a chicken. It is no longer an eagle, it is a chicken, even though it measures fifteen feet from tip to tip of its wings."

"No," said the owner, "it is a chicken and it will never fly."

They agreed to test it. The naturalist picked up the eagle, held it up, and said with great intensity: "Eagle, you are an eagle; you belong to the sky and not to this earth; stretch forth your wings and fly."

The eagle looked this way and that, and then, looking down, saw the chickens eating their food, and down he jumped.

The owner said, "I told you it was a chicken."

"No, said the naturalist, "it is an eagle, give it another chance tomorrow."

So the next day he took it to the top of the house and said, "Eagle, you are an eagle; stretch forth your wings and fly." But again the eagle, seeing the chickens feeding, jumped down and fed with them.

Then the owner said, "I told you it was a chicken."

"No", asserted the naturalist, "It is an eagle and it still has the heart of an eagle; only give it one more chance, and I will make it fly tomorrow."

The next morning he arose early and took the eagle outside the city, away from the houses, to the foot of a high mountain. The sun was just rising, gilding the top of the mountain with gold, and every crag was glistening in the joy of the beautiful morning. He picked up the eagle and said to it: "Eagle, you are an eagle; you belong to the sky and not to this earth. Stretch forth your wings and fly."

The eagle looked around and trembled as if new life was coming to it; but it did not fly. The naturalist then made it look straight at the sun. Suddenly, it stretched out its wings and with the screech of an eagle, it mounted higher and higher and never returned. It was an eagle, though it had been kept and tamed as a chicken.

In conclusion, to the parable, Ms. Strand reminded everyone that the true spirit of City-As-School is its value system. It believes in, encourages, guides, and provides resources for the development and fulfillment of everyone's "eagleness."

One could only wish for words to capture the spirit, emotional enthusiasm, interest, dedication and support that the parents, staff, administration and students all displayed and expressed for the City-As-School at their graduation. It was spontaneous, sincere and 100% supportive!

Based upon the attitudes expressed at graduation, from all of the

C-A-S constituencies, present students, parents, resources, staff and guests, the C-A-S program is truly significant in their lives.

To this analysis, which was supported by interviews and measurement surveys with faculty, resources, students and parents at the graduation, the validator could only add, Good Luck and....

.....AMEN!

II. BACKGROUND - CITY-AS-SCHOOL

City-As-School is a New York City independent alternative high school whose primary curricular objective is to link students with hundreds of learning experiences throughout the city. The underlying concept of C-A-S is that the world of experience can be joined with the world of learning.

C-A-S is unlike any other school in N.Y.C. Instead of attending classes in one building, students move from learning experience to learning experience based on the program they choose with their advisors at C.A.S. During the 1977-1978 school year, approximately 310 students spent 18-24 hours per week at one or more learning experiences conducted by Community Resources. These community resources are organizations of a business, civic, cultural, political, and scholastic nature which have been identified, selected, contracted with and deemed scholastically appropriate by C-A-S professional personnel for C-A-S high school learning experiences and for high school graduation requirements. The variety of ways in which the resources of the city can teach high school students reflects the many facets of the city-community. In addition to working with community resources, students can take courses specifically designed for C-A-S students ranging from group meetings once per week at the Museum of Modern Art, to classes at the New School, to individual assistantships such as writing stories and news reports five days per week at a Brooklyn newspaper. New resource learning opportunities for C-A-S students are continuously being developed by C-A-S Resource Coordinators with interested community representatives.

In addition, C-A-S maintains a small core of "in house" classes on school site for enrichment and remediation. Some of these include: creative writing workshops, mathematics workshops, SAT preparation seminar, nutrition seminar and approximately ten others. However, more than 95% of most students' time is spent in learning experiences away from C-A-S home base, as part of a Community Resource environment. C-A-S philosophy tries to avoid the tendency to "drift inwards" by offering more regular "in-house" classes. Instead they encourage external resources.

Each student receives academic credit for each learning experience successfully completed. Learning experiences are in all areas of high school instruction required for graduation, (English, writing for a newspaper; American studies, assistantship in a congresswoman's office; science, health, math, art, music, etc.). Students attend community resources for one cycle (nine weeks) or two cycles (eighteen weeks) and receive either credit or no credit rather than letter or numerical grades. (There are four cycles per year.)

City-As-School accepts a cross section of high school population from New York City's five boroughs. When accepted, they transfer out of their regular home high school into City-As-School and usually remain until graduation. Preference is given to students who have successfully completed the ninth and tenth grades, and particularly to those who have fulfilled two years of mathematics and science. However, each applicant is processed on an individual basis. Students lacking some ninth or tenth grade credit who, nevertheless, give evidence of maturity and resourcefulness are encouraged to apply. The ethnic composition of the C-A-S students in 1977-78 was as follows:

Ethnic Composition	Number of Students
Other	206
Black	75
Hispanic	29
Total	310

The C-A-S staff is allotted on a pupil to teacher ratio of approximately 16 to 1. This formula allows the school an allotment 19.2 positions. One alloted position is used to hire one teacher;.7 for one secretary and .4 for supplies.

The following is a breakdown of how City-As-School was staffed in 1977-1978 for 310 students:

No.	Position	Allotted positions
1	Principal	1.3
1	Asst. Director	1.0
1	Supervisor of Student Services	1.0
1	Supervisor of Resource Services	1.0
3	Advisors	3.0
5	Resource Coordinators	5.0
1	Skills Coordinator	1.0
1	Guidance Counselor	1.1
4	Secretaries	2.5
5	Paraprofessionals	1.9
.4	Converted for Supplies	.4
	Total	19.2

Since one position costs $19,200 plus 28% for all benefits, the cost to the City of New York to staff the school is $473,000. Additional costs are: transporting students $30,000, student activities $325, and phone service $3,310.

Teachers operate in a unique way at C-A-S. Teachers are divided into two major groups - advisors and resource coordinators. In addition, there is a skills coordinator who works full time with students on independent study projects and on skills remediation in small groups.

Resource coordinators are responsible for developing new community resources and implementing them into C-A-S programs, preparing the C-A-S catalog, developing curriculum for each learning experience, monitoring student progress, responding to student problems at resources, conducting student resource conferences, and registering students. Visits to resources throughout the city are required, throughout the year, as well as phone and mail contact with resources and students.

Each student advisor has direct contact with a group of 100-105 students. These teachers hold weekly seminar meetings with small groups of students at which time a curriculum area is explored and official class business is carried on. In addition to holding seminars, advisors are responsible for holding individual meetings with students and/or parents, gathering report card and permanent record card data, probation meetings, college evaluations for students, orientation and registration of new students for each eight week cycle.

Daily attendance is kept by each community resource field representative and is checked by C-A-S resource coordinators at regular intervals. Records are accumulated by one secretary who is in charge of attendance records. C-A-S's average daily attendance is 87-92%

C-A-S has one full-time guidance counselor whose functions include personal interviews with students, regular counseling of certain students, college advisement, career counseling, evaluation of student credits prior to admission to C-A-S, maintenance of permanent records, meeting with parents, and referrals of students to outside agencies as need arises.

Students and parents in City-As-School are invited to "Open House" meetings held at regular intervals during the school year. These meetings, which feature a videotape presentation and a small group question-answer session, are conducted by trained City-As-School student recruiters and faculty.

City-As-School operates in an eight room office building with a large open area adjoining it. There are four offices, two classrooms, a reproduction room, a kitchen, a large advisor/resource coordinator meeting and working area and a student lounge.

We use basic office equipment such as typewriters, adding machines, a mimeograph machine, a rexograph machine, a Xerox machine, desks, chairs for office space and classrooms, blackboards, file cabinets and storage cabinets. Each staff member has easy access to a phone. Most of the space appears as office space; however, furniture is moved to accomodate meetings as needed.

City-As-School operates out of its home base on school days from the beginning of September to the end of June, from 8:30 a.m. to 4:00 p.m. Many resources are in operation after those hours, as well as on weekends. Students attend resources at the hours requested by the resources.

Many inquiries have been received from other local, national and international school districts requesting information about City-As-School programs, organization and operational plans. Communications have been conducted with educators from Japan, Canada, Israel, Samoa, Illinois, Arizona and twenty-two other states. Inquiries within the New York City high school district have been from high school guidance counselors inquiring about placement of students from their school into City-As-School. In addition, social service agencies have inquired about C-A-S and/or referred students.

The incidence of inquiries from interested educators has increased over the years, since C-A-S started five years ago, as C-A-S's successful experiences grow and communications increase throughout the greater educational community.

III. VALIDATION DESIGN

PROCEDURES

1. STATEMENT OF OBJECTIVE:

To validate the success of City-As-School as an experience-based New York City independent alternative high school, collaboratively planned by students, administrators and teachers with the primary curriculum objective of linking high school students with hundreds of concrete learning/working/community resource experiences such as banks, museums, libraries and politicians' offices throughout the city community. The City-As-School program is designed to improve students' achievement in elements of career education, self awareness and decision making.

2. NEED

For some students in New York City high schools, the traditional setting is uninteresting, threatening or unrelated to their present or future plans. Failure patterns or disinterest have caused many students to be truant or to "hang out" at school, attaining little or no educational value from the school. Additionally, students with a moderate to great degree of success in the traditional setting begin to look for new horizons for their education before their academic requirements have been completed. Some students' interests shift towards career opportunities. Traditional settings often do not provide for these needs. An alternative educational setting is desirable to accommodate these students who a) have been "turned off" to traditional school b) are successful in a traditional setting and are looking for new horizons, and c) are interested in an intensive career exploration. In the alternative educational setting, students should become familiar with the duties, responsibilities, entry requirements and working conditions of various careers of their own choice, thereby heightening their motivation for the educational process and acquiring the decision making skills and self awareness to make future career decisions consistent with their interests, abilities and aptitudes.

3. PROCESS

At City-As-School students are provided with a variety of learning experiences (resources) throughout New York City at business, civic, cultural and political organization. At these resource sites, they work with successful adults in a career environment, thereby observing and undertaking the duties and responsibilities of particular careers. All of these learning experiences are monitored by licensed teachers who are employed by C-A-S. These teachers (resource coordinators) work with the resources to develop curriculum packages so that the career experience for the student will be a learning experience with breadth. Each student also has an advisor who works closely with him/her to monitor his/her scholastic progress and to be an ombudsman in the student's academic, personal and social development.

4. PROCEDURES

To develop, implement, review and analyze a series of eight (8) behavioral objectives, designed to validate the City-As-School programs, as a transferrable alternative high school concept for interested school districts throughout the U.S.A.

5. EVALUATION DESIGN

Comparison and contrast of baseline data and end-of-project data will be made to assess the impact of the program in fostering growth in student occupational knowledge, self awareness, motivation, course completion, interest and scholastic achievement and attitudes towards education and City-As-School as a learning environment. All administration, staff, teachers and community resources involved with City-As-School students will be subjected to attitudinal measurements on a pre-and post basis or on a post basis only (where indicated).

6. SAMPLING PROCEDURES

100 entering C-A-S students in September 1977 (school year 1977-1978) were randomly selected as the sample population for comparative studies, pre and post tests, interviews and surveys. All faculty and staff were included in the staff sample population for interviews and surveys. 100 community resources were randomly selected for the community surveys and interviews.

7. DATA ANALYSIS

All data was analyzed for significance with the t -test analysis of variance and where applicable the data was analyzed with the more powerful WILCOXON MATCHED-PAIRS SIGNED-RANK T- TEST for variability comparisons and significance purposes.

8. EDUCATIONAL SIGNIFICANCE

C-A-S is being evaluated as a community enterprise in which each constituency has a unique perception based upon its own experience. The

validation design addresses these experiences through surveys and interviews with students, parents, community resources and professional staff The report that follows is their report to the City-As-School administration and the New York State Education Department as part of a Phase I validation and demonstration grant process.

IV. THE C-A-S STUDENTS

A. BACKGROUND INFORMATION C-A-S STUDENTS

In September, 1977, as part of an orientation to the C-A-S school, 100 new C-A-S students (as the validation's sample population) responded to the following questions:

1. Why did you select City-As-School?
   Their responses fell into four broad categories.

   1. Past orientated (dissatisfaction-past)
   2. School and learning orientated (present)
   3. Exploration orientated (freedom - present and future)
   4. Future orientated (career and life style - future)

Selection of City-As-School Question

Ranked Category	Expressed responses: selection	% of Students Responding
1st	Expressed dissatisfaction with former high school and needed change from structured situation. (past)	38%
2nd	Interested in C-A-S school offerings and learning opportunities. (present)	28%
3rd	Desire for independence, flexibility, freedom and opportunities to explore. (present and future)	18%
4th	Desire to find suitable career, work experience, life-style and major interests. (future)	16%

In summary to question 1, upon entering C-A-S, new students attitudes were 38% past orientated, 28% present orientated, 18% exploratory, present and future orientated, 16% future orientated.

2. How were you influenced to select City-As-School?

Ranked Category	Responses: Influence	% of Students Responding
1st	By friends	35%
2nd	By former C-A-S students	23%
3rd	By relatives	16%
4th	By guidance counselors	13%
5th	By other school personnel and media (social worker, teacher, dean, advisor, principal bulletin boards, paper, etc.)	13%

In summary to question 2, it appears that peer relationships in communications with friends and former C-A-S students had the greatest influence in attracting new students into the C-A-S program.

3. How many previous high schools in grades 10 and 11 had C-A-S students attended prior to entering C-A-S?

Of the 130 new entrants to C-A-S in September, 1977, it appears from the records and responses to questions about previous high schools these C-A-S students have had one or more experiences at 76 different high schools prior to entering C-A-S. This would indicate that C-A-S students are not being selected from any one particular type or series of high schools. The attraction and appeal of C-A-S is universal to all high schools, and may be unique for selective individual students within all high schools. The list of feeder high schools and the number of new C-A-S students (1977-78) who formerly attended these high schools are as follows:

HIGH SCHOOLS PREVIOUSLY ATTENDED BY C-A-S STUDENTS PRIOR TO ENTRANCE IN C-A-S IN SEPTEMBER, 1977

School	# of Student	School	# of Students
1. Adams School	2	40. James Madison	1
2. Anderson School	1	41. John Adams	4
3. H.S. of Art and Design	7	42. John Ericsson	1
4. August Martin	2	43. John F. Kennedy	3
5. Barre HS (VT)	1	44. Julia Richman	3
6. Bay Ridge	2	45. Lincoln Program	2
7. Bayside	1	46. Manhattan Voc. & Tech	1
8. Benjamin Cordoza	1	47. Marymount	1
9. Bildersee	1	48. Midwood	3
10. Bronx H.S. of Science	3	49. H.S. of Music and Art	3
11. Brooklyn Technical	5	50. New Lincoln	1
12. Brooklyn Friends School	1	51. Newtown	4
13. Bryant	1	52. Norman Thomas	1
14. Calhoun School	1	53. Open Community School	1
15. Canarsie	2	54. Parker School	1
16. Cathedral	3	55. H.S. of Performing Arts	3
17. Clara Barton	2	56. Professional Children's	1
18. Columbia	1	57. Profile School (NH)	1
19. Columbia Prep	2	58. Reitz (Indiana)	1
20. Coronado	1	59. Rice	1
21. Dalton School	1	60. Robert L. Stevenson	1
22. DeWitt Clinton	1	61. Sage Academy	1
23. Dwight School	2	62. Sarah J. Hale	1
24. East New York	1	63. St. Agnes	1
25. Edward R. Murrow	3	64. St. Anns	2
26. Elizabethtown Central S.	1	65. St. Nicholas	1
27. Erasmus Hall	3	66. Seward Park	1
28. H.S. of Fashion Ind.	1	67. Sheepshead Bay	4
29. Fieldston School	1	68. South Shore	8
30. George Washington	3	69. Stuyvesant	8
31. Hanover (VT)	1	70. Taft	1

School	# of Students	School	# of Students
32. Harlem Prep	2	71. Walton	1
33. Harry S. Truman	2	72. Washington Irving	1
34. Hawthorne Cedar Knolls	2	73. Welch	1
35. Highland Park	1	74. Westside	2
36. Hillcrest	2	75. YDC #3	1
37. Hunter College	2	76. Yeshiva University H.S.	1
38. Huntington	1		
39. Jamaica	1		

B. BACKGROUND C-A-S ALUMNI

C-A-S Alumni Survey Results

The C-A-S Alumni survey was mailed to 100 randomly selected graduates of C-A-S since the 1974-1975 school year. There were 68 alumni respondents whose responses to questions are synthesized as follows: (see appendix G)

1. Accomplishments of C-A-S graduates since graduation:

Activity	% of Graduates
a. Entered college BA/BS	32%
b. Full time employment	20%
c. Worked part time/school part time	18%
d. Entered college AA/AAS	13%
e. Independent activities; travel, explore	13%
f. Armed services	3%
g. Homemaker	1%

2. Alumni reactions to C-A-S experiences:

C-A-S Experiences	% of Students in Agreement: Agree enthusiastically	Agree moderately	Disagree
a. Experiences at C-A-S were good	91%	9%	0
b. Students exercised leadership	45%	44%	11%
c. Obtained career knowledge and skills	52%	40%	8%
d. In-house classes were good	56%	29%	15%
e. Students had freedom to develop	90%	10%	0

C-A-S Experiences	% of Students in Agreement Agree enthusiastically	Agree moderately	Disagree
f. C-A-S offered variety of learning resources	92%	8%	0
g. Students had voice in C-A-S governance	82%	14%	4%
h. C-A-S experience was excellent	91%	8%	1%
i. Resources were a good experience	89%	8%	3%
j. C-A-S faculty and advising were helpful	75%	20%	5%

1) C-A-S alumni agreed enthusiastically with 80% of the criteria used to measure C-A-S educational experiences. 85% to 95% of the C-A-S alumni agreed either enthusiastically or moderately to 100% of the experiential criteria for a quality education at C-A-S. These results are highly positive and highly significant.

3. Purposes of C-A-S - Philosophical

C-A-S AREAS	% of Students responding Emphasized	not Emphazised	no Experience
a. Improve social status	45%	45%	10%
b. Prepare for job	92%	7%	1%
c. Fulfillment as person	95%	5%	0%
d. Develop Intellect	85%	10%	5%
e. Develop career ed.	82%	12%	6%
f. Gain respect for society	65%	25%	10%
g. Go to college	61%	36%	3%
h. Get job skills	65%	30%	5%
i. Develop creative abilities	89%	9%	2%
j. Encourage social concerns	59%	32%	9%

1. C-A-S alumni recognize and support the C-A-S program's philosophical concepts of a) job preparation, b) fulfillment as a person, c) develop intellect, d) develop career, and e) develop your respect for society, and f) develop creative abilities.

2. C-A-S alumni had some difficulties in regognizing the C-A-S program activities related to a) improving social status, b) respect for society, c) going to college, d) obtain job skills and e) develop social concerns. These are sensitive areas, statistically, but are not necessarily significantly critical to merit changes. These sensitive areas may indicate a trend or may be

normal margin of error in any measurement. Sensitive areas are statistical highlights for administrators who wish to re-evaluate or look deeper into an area of concern.

4. C-A-S Experiences - Instructional

C-A-S Area	% of Students Responding: Agree Enthusiastically	Agree Moderately	Disagree
a. Instructional materials were organized	25%	65%	10%
b. Career information discussed	28%	42%	30%
c. Instruction at student's ability level	48%	44%	8%
d. Meaningful independent work	93%	6%	1%
e. Administrators were helpful	47%	43%	10%
f. Teachers were helpful	43%	41%	16%
g. Resources were helpful	49%	43%	8%
h. In-house teachers were helpful	42%	43%	15%
i. Advisors were helpful	30%	52%	18%

1. 93% of the C-A-S alumni agree enthusiastically that meaningful indedpendent work is one of the features of C-A-S.

2. 80% to 85% of the C-A-S alumni agree enthusiastically and/or moderately that the C-A-S instructional programs were a) organized b) at student's ability level and that c) staff were helpful.

3. Sensitive areas which could be re-evaluated are a) career information disucssed (30% disagree) b) teachers help (16% disagree) c) in-house teachers help (15% disagree) c) advisors help (18% disagree).

Note: a word of caution; once again, a sensitive area is not statistically critical but only indicates an area with a "margin-of-error" that could be of interest to the administration.

5. Importance of sources of educational and career information.

Sources	% of Students Responding		
	Most Important	Moderately Important	Least Important
a. Students and friends	44%	35%	21%
b. Personal thinking	96%	2%	2%
c. Clergymen	1%	10%	89%
d. Parents	50%	44%	6%
e. Teachers	32%	59%	9%
f. Administrators	20%	40%	40%
g. Books	33%	48%	19%
h. Counselors	20%	48%	32%
i. Psychologists	10%	14%	76%
j. Civic Leaders	6%	56%	30%
k. Resource Personnel	14%	56%	30%
l, School Resources	38%	47%	15%
m. Films, plays, TV	12%	40%	48%

1. Important sources of career information for the C-A-S alumni were a) personal thinking, d) students and friends and c) parents and relatives.

2. Least important sources of information were a) clergymen, b) administration, c) psychologists, d) civic leaders, e) films and plays.

3. Of moderate importance were a) teachers, B) books, c) counselors, d) resource personnel and e) school resources.

6. C-A-S Attitudes towards life

Area	% of Students responding Very Important	Moderately Important	Least Important
a. Make a lot of money	14%	55%	31%
b. Find personal happiness	94%	5%	1%
c. Be of service	64%	30%	6%
d. Active in politics	14%	31%	55%
e. Happy family life	85%	14%	1%
f. Be successful	52%	40%	8%
g. Create work of art and perform	81%	8%	11%
h. Make friends	81%	9%	10%
i. Understand other people	95%	3%	2%
j. Stand up for one's rights	85%	14%	1%

1. It is significant that 81% or more of the C-A-S alumni believe that the following attitudes towards life are very important; a) find personal happiness, b) have a happy family life, c) create works of art, d) make friends, e) understand other people, f) stand up for one's rights.

2. C-A-S alumni ranked the following attitudes towards life as the least important; a) active in politics.

3. Of moderate importance was; a) make a lot of money, b) be of service, c) be successful.

7. Conclusions regarding students and Alumni

The C-A-S alumni student surveys indicate that the Alumni enthusiastically support the C-A-S program, principles, and concepts. Analysis of respondents'views indicate a deep understanding of the C-A-S program's philosophy and a genuine support for an independent humanities and social science type of alternative high school.

The alumni student support falls into the range of 80% to 90% of the student body reflecting positive perceptions of the C-A-S program on at least 85% of the categories measured. These ranges are significant results at the P =.01 levels of significance.

V. VALIDATION OBJECTIVES AND RESPONSES

A. Validation Objective 1.1

1. Statement of Objective 1.1: 60% of C-A-S students will increase their knowledge about occupations and decisions involved in choosing a career as measured by a pre- and post administration of the Career Maturity Inventory Competence Test given to all new students. It is expected that 75 of 130 newly enrolled students will remain one full year and will constitute the study sample population.

   a. The Career Maturity Inventory Competence Tests were administered in Sept., 1977 and May 1978 to the sample population. The test consists of five parts; a) Knowing Yourself, b) Knowing About Jobs, c) Choosing a Job, d) Looking Ahead, e) What Should They Do (problem solving).

      1) There were no significant differences between the pre- and the post test results, or between the C-A-S sample population and the test manufacturers normative population on the first four parts of the test. C-A-S students were in the normative range on all tests but were not significantly different in competence in a) Knowing Yourself, b) Knowing About Jobs, c) Choosing a Job, and d) Looking Ahead as a result of their C-A-S experiences.

      2) There was a slight significant difference at the p =.10 level* of competence on Part 5 of the Test entitled, What Should They Do, (problem solving). In the area of problem solving the C-A-S students appear to be in the higher ranges of ability when compared to the normative population, and to their pre- test stages of development prior to entering C-A-S.

* A word of caution should be applied with regard to the interpretation of the results of these tests, as the Career Maturity Inventory Competence Tests are not very powerful measurement instruments. The margin of error for both Type I and Type II errors is great. In the final analysis it is probably best to state that C-A-S Career development strengths lie in the area of problem solving rather than that there is any significant differences in Career Education Competence among C-A-S students over normative groups.

      3) The C-A-S students compared favorably with all of the normative populations for grades 10, 11, and 12. Their Career Maturity Inventory raw scores fell into the mean score ranges on all subtests, within one or two standard deviations, to indicate that their results were average to the normative population--with no positive or negative significant differences noted.

Career Maturity Inventory Competence Test Results. (N=53)

Test administered September, 1977 - May, 1978

No. Right Raw Score	Part I Knowing Yourself		Part II Knowing About Jobs		Part III Choosing a Job		Part IV Looking Ahead		Part V What Should They Do	
	Pre-	-Post	Pre-	-Post	Pre-	-Post	Pre-	-Post	Pre	-Post
1	2	2	18	17	3	3	1	2	-	0
2	8	8	10	11	2	2	5	3	1	0
3	6	8	6	6	4	2	5	6	1	0
4	6	4	10	7	12	7	8	4	3	0
5	8	10	-	3	7	8	8	12	4	2
6	6	4	2	1	10	6	11	6	7	0
7	0	1	-	1	7	5	1	6	2	4
8	7	5	1	0	-	10	5	3	10	10
9	2	1	-	1	-	2	-	2	4	8
10	4	5	-	0	1	0	-	0	5	10
11	-	0	-	0	-	1	-	0	5	4
12	-	1	-	0	1	1	-	0	2	6
13	1	-	0	1	1	-	-	0	4	0
14	-	0	4	1	-	0	3	0	3	2
15	2	1	-	1	-	1	-	1	1	3
16	-	1	-	2	-	1	-	1	1	3
17	-	0	-	0	2	2	6	0	-	2
18	-	1	2	0	0	1	-	1	1	1
19	1	0	-	1	-	1	-	5	-	0
20	-	0	-	1	-	0	-	0	-	0
N.	53	53	53	53	53	53	53	53	53	53
Mean		5.86		4.18		7.03		7.83		10.35
25%ile		3.13		1.46		4.86		4.85		8.81
Median		5.56		2.75		6.87		5.93		10.28
75%ile		8.67		4.79		8.12		8.10		12.20
t										1.30
Significance		None		None		None		None		p=.10

2. Item Analysis of Test Results

An item analysis of the Career Maturity Inventory Tests reveals some insights into the C.A.S. students attitudes, and possibly some reasons as to why C.A.S. students did not achieve at higher levels. Many questions are found to be ambiguous and were not relevant to the CAS students. Following are three examples of questions that were missed by over 80% of the C-A-S sample population.

a) Example A:

Dale sipped a steaming cup of coffee and thought ahead to what he had to do during the day. First, he had chores-feeding and milking the cows. Then he wanted to finish mowing the northwest pasture so that he and some neighbors who would help him start baling the hay. It was getting late in the season, and he

could not put off filling the barn with hay any longer. Finally, he had some repair work to do on one of the wagons while there was still daylight.

What is his occupation?

A-animal Trainer
B-agricultural engineer
C-farm equipment dealer
D-farmer
E-don't know

1) The correct answer is D

2) Over 80% of the C-A-S students missed this question. 60% marked E for the right answer.

3) This illustrates that C-A-S students are not attuned for this type of test.

b) Example B

Katherine has a telescope in her backyard which is strong enough for her to study the stars and planets. When her father first set it up, she thought of it as a toy, but now she spends more and more time with it. She has studied astronomy at school and thinks she may major in it at college.

What do you think?

A) She has the makings of an astronomer: she should definitely go ahead with her plans.

B) Before she decides about college, she should ask an astronomer's advice.

C) Her interest in astronomy is strong enough, and she knows enough about it, to plan further study.

D) She can't possibly decide if she has either aptitude or interest in astronomy from a backyard telescope.

E) don't know

1) The correct answer is C.

2) 82% of the C-A-S students missed the question. 59% marked E for the answer.

3) C-A-S students appear to mark "don't know" for many questions, when they didn't know an answer rather than guess at the answer.

c) Example C

Art's friends are going to college after high school, which is what he would like to do. But, his girl wants to get married.

What should he do?

A) Move away.

B) Talk it over with his girl?

C) Go to college: postpone marriage.

D) Get married; go to college later

E) don't know

1) The correct answer is C.

2) C-A-S students responded in a variety of ways to this questions:
   a. some refused to answer it as being ambiguous
   b. some wrote in the margins of the test, "I would go to college and get married", what's wrong with this alternative answer...or
   c. "It's up to the couple...."or
   d. "None of your business...."

3) This question illustrates the independent nature and creative thinking that is typical of the C-A-S type student. A significant percentage of C-A-S students took the time to respond with alternative answers to this question.

There are about 20 test items that had similar item analysis patterns to test questions, and similar C-A-S student responses. These type of questions accounted for the lowering of C-A-S test scores. If these 20 ambiguous questions could have been eliminated from the test, C-A-S students did very well on the tests in comparison to normative groups.

A. Competence Test Conclusions

a) C-A-S students did not significantly increase their knowledge, about occupations, about choosing a Job type decisions, about self or future plans as measured by the Career Maturity Inventory Competence Tests. They did achieve normative relavence to the standardized population but did not attain significant differences in any Career Maturity achievement area tested.

b) There is a trend indicated, that the strongest Career Education curriculum area at C-A-S is in the area of problem solving. This is an area that could merit additional research, development and evaluation.

c) The Career Maturity Competence tests are not the proper measurement instrument for the C-A-S program and student population. A more effective test in the area of Career Education needs to be selected for C-A-S. This conclusion is derived from the fact that C-A-S does not offer any formal or structured type Career Education Course or program to prepare students for paper & pencil type tests. The C-A-S experimental program prepares students for personal communications, interviews, problem solvings and logical relationship to a job situation. These factors can best be measured by affective measurement instruments.

B. VALIDATION OBJECTIVE 1.2

1. Statement of Objective 1.2

60% of the C-A-S students will increase their awareness of their career goals and aspiration levels as well as increase their positive attitude towards school, as measured by a C-A-S Attitude Survey developed by the OEE evaluators in cooperation with the program Staff, to be administered on a pre-and post basis. (See Appendix--F&J)

The C-A-S attitude surveys were administered in Sept. 1977 and May 1978 to the sample population. The results of the survey were significant in that 82% of the C-A-S sample population expressed higher career aspiration levels and positive attitudes towards school post over pre.

2. How Helpful was your C-A-S Program?

   a. For response to the questions on, "How helpful was the C-A-S program to your education and career?" and "How enthusiastically do you support the C-A-S programs and school concept?", the C-A-S sample population responded as follows:

      1.) 48% supported enthusiastically that the C-A-S program was extremely helpful in their education and career development.

      2.) 34% supported positively that the C-A-S program was very helpful in their education and career development.

      3.) 16% supported moderately that the C-A-S program was of moderate help in their education and career development.

      4.) Only 2% expressed negative or qualified support that the C-A-S program was of little or no help in their education and career development.

   b. This 48% enthusiasm & 34% positiveness represents significant growth and development in positive attitudes towards school, when one compares this with the 66% negativeness and/or apprehensiveness expressed by the same population upon entrance to C-A-S.

3. Expressed attitudes toward Careers.

   a. As contrasted with the pre-test attitudes which were a) 38% post-oriented, b) 28% present-oriented, c) 18% present and future oriented and d) 16% future oriented, the C-A-S sample changed their views on post-test attitude questions and scales as follows:

SELECTION OF CAREER & SCHOOL QUESTIONS

Ranked Category	Expressed Responses	Post Test % of Students Responding	Pre-Test % of Students Responding
1st	Desire to select interest, work, college, career, job and life styles as major interest. (future)	49%	(16%)
2nd	Desire for exploration, independence and personal freedoms. (Future and present)	36%	(18%)
3rd	Interest in C-A-S offerings and high school developments. (present)	10%	(28%)
4th	Reflections on the past or historical perspectives. (past)	5%	(38%)

b) In the post-survey questions we see the complete opposite pattern of results to questions about careers, college, jobs and life-style. C-A-S students have changed during the school year to a futuristic point of view with both present and future positive attitudes. This is a significant directional change for the development of career goals and aspiration levels.

c) 49% of the C-A-S students have developed Career directions as compared with 16% at the time of entering C-A-S.

d) 36% of the C-A-S students have developed future and present plans as compared with 18% at the time of entering C-A-S

e) 15% of the C-A-S students still held pessimistic, negative, post or present views as contrasted with their 66% apprehensive attitudes at the time of entrance into C-A-S.

f) These results represent highly significant directional change at the p=.01 levels of confidence.

4. After high school what are C-A-S students' plans?

a) 58% plan to enter college either full or part time.
b) 15% plan to work full time.
c) 12% plan to enter technical school or trade school and work. (Education and Work)
d) 8% plan to travel and continue explorations.
e) 6% are undecided about their career, education or future plans.
f) 2% plan to enter armed services.

1) The 70% aspiration level of C-A-S students to plan for college and education with work is a significant pattern change in attitudes from the pre-test perceptions which were 58% negative.

5. 80% of the C-A-S students (survey respondents) expressed the view that they had selected a career choice and that they were very certain that this career choice was a firm career decision.

6. 86% of the C-A-S sample respondents characterized their present level of knowledge about career and job information as high and very high.

7. 87% of the C-A-S sample respondents rated their ability to make choices and career decisions as high and very high.

8. 92% of the C-A-S sample respondents rated their present interest and attitudes about careers very high and high.

9. 88% of the C-A-S sample respondents expressed their support and positive attitudes about the C-A-S program and concepts at a high or very high level of support.

10. Who influences C-A-S students on their career and education decision? Rank ordered by importance and percent (%) of students' influences.

a)	Peer Friends	78%
b)	Parents and Relatives	48%

c) Community Resources	26%
d) Advisors	13%
e) Teachers	10%
f) Guidance	8%
g) TV, Self-, armed forces	2%

11. C-A-S survey respondents expressed higher positive attitudes as follows:

C-A-S Experience	% of students responding positively
a) Obtained real life experiences	92%
b) Acquired self-discipline	48%
c) Gained independence	78%
d) Discovered many opportunities	82%
e) Learned about myself	52%
f) Confirmed career goals	65%
g) Increased knowledge and abilities	39%
h) Developed creatively	88%

12. C-A-S Community Resources that were extremely helpful to C-A-S students with their career and educational decisions were: (as selected by C-A-S survey respondents)

a) Family Life
b) Humane Society
c) Organic
d) Nuclear Medicine
e) Creative Writing
f) Poetry

13. 87% of the C-A-S student respondents supported enthusiastically the concept that C-A-S had provided a meaningful educational program for them during the 1977-78 school year; that their scholastic achievements were better than at their previous high school; that their attitudes toward school, education, and career had improved and that the C-A-S program was a good one.

14. Awareness Conclusions:

a) C-A-S survey results were extremely positive and significant at the p= .05 level of confidence. This contention is supported by the fact that at least 82% of the C-A-S respondents had increased their awareness of their career goals and expressed positive attitudes towards their education and careers on at least 80% of the items measured in the C-A-S survey.

b) C-A-S students significantly increased their positive attitudes towards self, job, education, and career objectives after one years experience at C-A-S.

c) C-A-S students significantly increased their knowledge and awareness of C-A-S programs and concepts at the end of one year.

d) C-A-S students increased their awareness of jobs and job skills after one year but they did not significantly increase their career education knowledge and related competencies after one year.

C. VALIDATION OBJECTIVE 1.3

1. Statement of Objective 1.3

60% of C-A-S students will increase their self-identity and self-awareness (career development elements) as measured by a pre- and post administration of the career maturity inventory scale. (See appendix B)

a) Pre-tests and post tests of the Career Maturity Inventory were administered to the sample population. For comparison purposes 40 matched pairs of C-A-S students raw scores were obtained from Sept., 1977 and May 1978 testings. (C-A-S student graduates and absentees were not included in sample) The powerful Wilcoxon Matched-Pairs Signed-Rank test was used to determine variance and significance. Significant results were attained at the positive levels of p=.01 as the C-A-S students increased their self-awareness, self-identity, and career maturity attitudes as measured by the Career Maturity Inventory post tests when compared with the pre-test base line data.

b) Career Maturity Attitude test results:

CAREER MATURITY INVENTORY-ATTITUDE SCALE
Tests administered Sept., 1977 and May, 1978

C-A-S STUDENT	PRE-TEST SCORE	POST-TEST SCORE	DIFFERENCE	RANK
1	40	41	+1	5
2	33	36	+3	17.5
3	41	40	-1	-5
4	42	43	+1	5
5	42	45	+3	17.5
6	39	40	+1	5
7	38	41	+3	17.5
8	39	39	0	0
9	38	40	+2	11.5
10	37	31	-6	-31.5
11	42	47	+5	28
12	41	44	+3	17.5
13	36	41	+5	28
14	39	43	+4	23
15	40	39	-1	-5
16	39	32	-7	-33.5
17	37	31	-6	-31.5
18	36	38	+2	11.5
19	38	40	+2	11.5
20	30	42	+12	38
21	40	44	+4	23
22	32	39	+7	33.5

C-A-S STUDENT	PRE-TEST SCORE	POST-TEST SCORE	DIFFERENCE	RANK
23	41	46	+5	28
24	39	43	+4	23
25	28	37	+9	36.5
26	36	35	-1	-5
27	39	44	+5	28
28	37	37	0	0
29	36	37	+1	5
30	42	38	-4	-23
31	34	35	+1	5
32	27	36	+9	36.5
33	39	42	+3	17.5
34	39	36	-3	-17.5
35	27	35	+8	35
36	39	44	+5	28
37	38	40	+2	11.5
38	33	37	+4	23
39	39	42	+3	17.5
40	43	44	+1	5
TOTALS N=40	1495	1584	T=152 P=.01	

1) C-A-S students significantly increased their career attitudes, at the p=.01 levels of confidence (as measured by the CMI-Attitude Scales), on post-test scores when compared with their entry level attitudes at the time of entrance to C-A-S in Sept., 1977. This indicates that the C-A-S program was significant in changing C-A-S students' attitudes.

c) Career Maturity Attitude Development Conclusions:

1. In comparison with the standardized normative populations from Iowa, Texas, Pennsylvania, Oregon, Tennessee, and California for tenth, eleventh, and twelth grades, the C-A-S sample population compared at normative levels and favorably with all standardized populations. There was no significant differences between the norm groups and the C-A-S students with regard to career attitudes. Both populations are the same.

2. C-A-S students significantly increased their career maturity attitudes,at the p=.01 levels of significance, on post-test scores when compared with the pre-test attitude scores.

3. C-A-S program is significant in helping C-A-S students to constructively change and develop positive career maturity attitudes.

D. VALIDATION OBJECTIVE 1.4

1. Statement of Objective 1.4

60% of C-A-S students will improve their educational motivation

towards high school as evidenced by more positive school attendance patterns as measured by a screening of pre-and-post entrance attendance records.

a) Attendance Study:

The attendance records of the sample population of 100 C-A-S students was compared regarding a) their number of days absent during the 1976-1977 school year, at their previous high school, as paired against b) their number of days absent at C-A-S during the school year 1977-1978.

(Note: 64 matched pairs of attendance records were obtained as the study sample. Students with incomplete attendance records from previous high schools were not included; mid-year C-A-S graduates were also not included. Nine (9) C-A-S truants were eliminated from the study, as all had previous truancy records at their previous high school, which made this variable a statistical equality. To have included truants in the study would have made the average daily attendance patterns and averages unrealistic and unreliable data for decision making purposes.)

The Wilcoxon Matched-Pairs Signed-Rank Test was used to determine variance and significance.

b. Attendance Patterns:

MATCHED PAIRS ATTENDANCE PATTERNS OF C-A-S SAMPLE POPULATION (N=64)

School Year 1976-1977 and 1977-1978

STUDENTS	NUMBER OF DAYS ABSENT PREVIOUS H.S. 1976-1977	NUMBER OF DAYS ABSENT C-A-S 1977-1978	PATTERN: DIFFERENCE OF DAYS ABSENT	D^2	RANK
1	14	1	-13	169	17
2	38	1	-37	1369	47.5
3	23	1	-22	484	29.5
4	21	8	-13	169	87
5	24	10	-14	196	87
6	22	8	-14	196	17
7	35	2	-33	1089	43
8	15	1	-14	196	17
9	21	4	-17	289	24
10	76	6	-70	4900	57.5
11	38	1	-37	1369	47.5
12	45	6	-39	1521	47.5
13	78	1	-77	5929	60
14	31	12	-19	361	24
15	31	4	-27	729	36.5
16	26	4	-22	484	29.5
17	22	1	-21	441	29.5
18	10	1	-9	81	8
19	54	8	-46	2116	52.5
20	25	16	-9	81	8
21	36	8	-28	784	86.5
22	101	2	-99	980	61
23	20	1	-19	81	24
24	27	12	-15	225	17
25	10	1	-9	81	8
26	49	38	-9	81	8
27	34	2	-31	1024	43
28	32	4	-28	784	36.5
29	7	1	-6	36	8
30	22	36	(+14)	196	17
31	32	2	-30	900	76.5
32	37	14	-23	529	29.5
33	65	6	-59	3481	54
34	11	6	-5	25	2
35	3	10	(+7)	49	8
36	44	18	126	626	86.5
37	14	1	-13	196	17
38	53	8	-45	2025	50.5
39	18	10	-8	64	8
40	29	4	-25	625	29.5
41	45	10	-35	1225	43

b. continues

STUDENTS	1976-1977	1977-1978	DIFFERENCE	D^2	RANK
42	31	10	-21	441	29.5
43	30	2	-28	784	36.5
44	10	10	0	0	0
45	24	8	-16	256	24
46	24	14	-10	100	8
47	33	14	-19	361	24
48	55	8	-47	2209	52.5
49	44	8	-36	1296	47.5
50	79	16	-63	3969	55.5
51	13	6	-7	49	8
52	41	10	-31	961	43
53	10	1	-9	81	8
54	83	14	-69	4761	58
55	53	20	-33	1089	43
56	43	1	-42	1764	50.5
57	30	2	-28	784	36.5
58	15	4	-11	121	17
59	66	1	-65	4225	56
60	3	1	-2	4	8
61	95	24	-71	5254	59
62	13	2	-11	121	17
63	161	56	-105	11025	62
64	38	8	-30	900	36.5
Mean	36.81	8.15	27.90		
25%ile	20.90	1.99			
50%ile	31.50	6.50			
75%ile	44.90	10.75			
T Value			3.551		

c. ATTENDANCE RESULTS

The C-A-S program has made a significant contribution, at the P =.001 level of significance, in reducing the number of days absent from school for the C-A-S sample population.

1) The sample population was absent on the average 36.81 days in 1976-77 as compared with only 8.15 days at C-A-S during 1977-78 school year.

2) On the average, C-A-S students reduced the number of days absent from school, from their previous years' pattern, by 28.66 days per C-A-S student per year. This represents an aggregate increase of 1834.24 days of increased school attendance for the sample population in 1977-78 over their attendance record from 1976-77.

3) The attendance patterns for the C-A-S sample population is remarkably different and more positive than their previous year's attendance pattern at their former high schools.

4) At C-A-S 25% of the students had fewer than 2 days absent per year in 1977-78, as compared with 20 days absent the previous year.

5) At C-A-S 50% of the students had fewer than 7 days absent per year in 1977-78 as compared with 31 days absent in the previous year.

6) At C-A-S 75% of the students had fewer than 11 days absent in 1977-78 as compared with 45 days absent the previous year.

d. ATTENDANCE CONCLUSIONS:

1) There is increased positive daily attendance and yearly attendance patterns demonstrated by students at C-A-S. This increased attendance at high school can be attributed to C-A-S based upon the highly significant results at the P=.001 levels of confidence.

2) The C-A-S program has demonstrated a truly significant accomplishment in increasing high school students' attendance at school and in changing previously poor attendance patterns into positive attendance at school.

E. VALIDATION OBJECTIVE 1.5

1. STATEMENT OF OBJECTIVE 1.5: 60% of C-A-S students will increase their successful course completions (Carnegie Units), as compared with previous high school's course completions, as measured by a comparative screening of pre- and post entrance cumulative records.

   a. The number of credits completed at the feeder regular high school over the previous year (1976-1977) will be compared with the number of credits attempted and completed at C-A-S during the 1977-78 school year. It was expected that there will be a significant difference between the number of credits earned at C-A-S 1977-78 and the number of credits earned the previous year at the feeder high school. Data will be subjected to appropriate parametric tests of significance, the Wilcoxon Match-Pairs signed rank test of significance.

      Of the 100 students in the original sample population, 72 matched-pairs of C-A-S students' records were obtained for analysis of course completion and Carnegie Unit development during the school years 1976-1977 and 1977-1978.

b. CARNEGIE UNITS RECORDS AND PATTERNS:

C-A-S STUDENT CARNEGIE UNIT COMPLETION RECORDS

MATCHED PAIRS STUDENT	1976-1977 PREVIOUS H.S. CREDITS PASSED	1977-1978 C-A-S CREDITS PASSED	DIFFERENCES	T RANK ORDER SIGNIFICANCE
1	4.5	5.5	+1	19
2	5	5	0	0
7	6	6.5	+ .5	5
4	6	5.5	- .5	-5
5	2.5	4	+1.5	24.5
6	7.5	4.5	-3	-42.5
7	4	9.5	+5	62
8	4.5	5.25	+ .75	11.5
9	3.5	8	+4.5	58
10	2	6.5	+4.5	58
11	6	3	-3	-42.5
12	6	5.25	- .75	-11.5
13	5	7	+2	29
14	4.25	4.75	+ .50	5
15	5	7.5	+2.5	36
16	4	8	+4	51
17	7	8	+1	19
18	2.5	5.75	+3.25	45.5
19	0	6.25	+6.25	68
20	6	6.25	+ .25	1.5
21	6.25	5	-1.25	-23
22	2.25	6.75	+4.50	58
23	5.5	9.25	+3.75	47
24	4.5	7.25	+2.75	39
25	6	7	+1	19

(Continued)

MATCHED PAIRS STUDENT	1976-1977 PREVIOUS H.S. CREDITS PASSED	1977-1978 C-A-S CREDITS PASSED	DIFFERENCE	T RANK ORDER SIGNIFICANCE
26	5	5.75	+.75	11.5
27	6.5	8.75	+2.25	33
28	5	6	+1	19
29	6.75	7.5	+ .75	11.5
30	4	8.5	+4.5	58
31	6	6.5	+ .5	5
32	5.5	8.5	+3	42.5
33	1.5	6.75	+5.25	64
34	0	2.5	+2.5	36
35	4.5	.5	-4	-51
36	5.5	9.5	+4	51
37	6	9.25	+3.25	45.5
38	5.5	9.5	+4	51
39	3	5.25	+2.25	33
40	4.5	5.25	+.75	11.5
41	5.5	8	+2.5	36
42	4.5	5	+ .5	5
43	7	5.5	-1.5	-24.5
44	4.5	5.25	+ .75	11.5
45	3	4	+1	19
46	3.5	7.75	+5.25	64
47	1.5	4.25	+2.75	39
48	4.5	6.5	+2	29
49	0	5.25	+5.25	64
50	1	5.75	+4.75	61
51	3.5	4.5	+1	19
52	1	7	+6	67
53	1	5	+4	51
54	6.25	6.50	+ .25	1.5
55	5	4.25	- .75	-11.5
56	5.5	5.5	0	0
57	1	7	+6	65.5
58	6.5	8.5	+2	29
59	8	7	-1	-19
60	8	3.5	-4.5	-58
61	4	6	+2	29
62	5	7	+2	29
63	3	6	+3	42.5
64	2	6	+4	51
65	2.5	4.25	+1.75	26
66	4	6.75	+2.75	39
67	2.5	6.5	+4	51
68	3	5.25	+2.25	33
69	3	7.25	+4.25	55
70	6.5	5.75	-.75	-11.5
71	7	6.25	-.75	-11.5
72	3.5	3.5	0	0
Total	310.75	443.		
Mean	4.32	6.16		T= 300

N = 69
df= 68

c. Carnegie Units Results and Conclusions:

The C-A-S program has made a significant contribution, at the P = .01 level of significance, in providing the opportunity and the education for C-A-S students to significantly increase the number of Carnegie Units earned toward graduation requirements in one year at C-A-S as compared with their previous high school records.

1) C-A-S students achieved,on the average, 6.16 Carnegie Units of credit during the school year 1977-1978 as compared with their average accomplishments of 4.32 the previous year in 1976-1977.

2) This represents significant academic achievement at the P = .01 level of confidence. This achievement pattern can be attributed to the C-A-S program and school organization.

F. VALIDATION OBJECTIVE 2.1

1. STATEMENT OF OBJECTIVE 2.1: 75% of C-A-S staff will demonstrate a positive understanding and support of City-As-School concepts and activities for City-As-School students as measured by an instrument developed by the OEE evaluators in cooperation with the program staff to be administered on a post basis. (See appendix H & K)

a. Faculty survey results:

1) 95% of the faculty/staff support C-A-S programs, concepts, philosophy and quality as a learning institution.

2) 100% of the faculty/staff would recommend the C-A-S program's concepts, philosophy and learning as an alternative high school to their colleagues throughout the country.

3) 80% of the faculty would send their child to C-A-S if the situation warranted it.

4) 80% of the faculty agrees that C-A-S can provide a meaningful career education for students.

5) 90% of the faculty agree enthusiastically that their experience and the experience of C-A-S students has been a good one.

6) 30% of the faculty agree enthusiastically that the C-A-S resource program is a good one.

7) 40% agreed enthusiastically that the "in-house" class program is a good one.

50% agree moderately that the "in-house" class program is good.

10% disagreed with the "in-house" class program.

8) 20% agreed enthusiastically that the advisement program at C-A-S is a good one.

65% agreed moderately that the advisement program at C-A-S is a good one.

15% disagreed with the advisement programs' accomplishments.

9) The C-A-S faculty identified the following sensitive areas of their concern with C-A-S programs and organization:

a) involvement in faculty assignments;
b) involvement in determination of loads;
c) involvement in admissions policy;
d) involvement in school decisions;
e) need for additional resources to help with field work load.

b. Faculty Survey Conclusions:

1) On the average, at least 83% of the faculty supported all of the C-A-S concepts, philosophy and programs on at least 80% of the surveys indices of measurement which is significant. (The goal hypothesis was 75% staff support.)

G. VALIDATION OBJECTIVE 2.2

1. STATEMENT OF OBJECTIVE 2.2: 75% of C-A-S staff will participate in City-As-School curriculum development activities as measured by curriculum production.

a. On the basis of faculty interviews, internal validation simulations and inspections and faculty survey results; there is ample evidence to support the fact that 100% of the Resource Coordinators and related staff at C-A-S participated in curriculum meetings and helped to develop meaningful Learning Experience Activity Packages (LEAPs) for C-A-S students. This is a significant accomplishment as it represents total staff participation and understanding of the important concept of curriculum and learning opportunity improvement.

b. On the average, C-A-S faculty attended 7 curriculum meetings and about 25 meetings where curriculum was a related topic to the meeting's agenda.

c. 95% of the staff supported and participated in curriculum development activities during the school year 1977-1978.

d. The C-A-S faculty developed the following LEAPs during the school year 1977-1978 to a Phase I, II, or III level of proficiency: LEAPS are specific learning activities for C-A-S students to be accomplished at learning resource center in the field.

LEAPS DEVELOPED:

1. A-27 - Journalism - Brooklyn Heights
2. A-170 - Editorial Assistant - Women Artists Newsletter
3. B-74K - Assistant - Criminal Justice Family Court - Legal Aid Soc.
4. E-127 - Reproduction and Duplication - Boro Blueprint Co.

5. F-97 - Art Gallery Assistant - Ward Nasse Gallery
6. G-25 - Blood Program Assistant - Blood Mobile Unit
7. IAC-2 - Environmental Assistant - Action Coalition
8. IAC-3X - Horticultural Assistant - Council on Environment
9. IAE-1 - Theatre Production - Equity Library Theatre
10. IA[illegible]2 - Multi Media Production - Audio Visual Aids
11. [illegible]K-1 - Care of Mentally Retarded - Brooklyn Developmental Center
12. IMU-4X - Fundamentals of Publicity - Bloom Organization
13. IQK-10 - Student Teaching - Early Childhood - Trinity Church
14. K-105 - Care of Horses - Riding Academy
15. S-77 - Congressman's Functions - Congressman's Office

e. The C-A-S Resource Coordinator Faculty significantly developed 15 curriculum LEAPs to advanced curriculum development stages at a Phase I, II, or III level.

In addition, many resource areas are in the process of being advanced from a Phase I curriculum developmental level to a Phase II development.

9. Curriculum Conclusions:

The C-A-S faculty, from all evidence, had a very productive and active curriculum development year. The targeted 75% faculty participation was exceeded with 100% faculty participation. The targeted goal of completing 12 LEAPS was exceeded with the production of 15 Phase I and Phase II LEAPs.

These are considered to be significant accomplishments and attributable to the C-A-S program, family and resources' positive contributions and support for the C-A-S program.

H. VALIDATION OBJECTIVE: 3.1 - THE COMMUNITY RESOURCES

1. STATEMENT OF OBJECTIVE: 3.1 - 75% of C-A-S Community resources will demonstrate an understanding and support of City-As-School goals and attest to the positive attitudes, interests, motivation and increased career and scholastic activities of City-As-School students as measured by the Community Resource Survey developed by the OEE evaluators in cooperation with the program staff to be administered on a post basis. (See Appendix I)

a. The enthusiastic responses from the Community Resource constituency of the City-As-School on the Community Survey, interviews and phone survey far exceeded the 75% hypothesized positive response, as 96% of the Community Resources--respondents, supported, attested to the effectiveness and expressed positive attitudes about the C-A-S program and students and recommended that the C-A-S program be supported, continued, expanded, and validated.

b. Community Resource Survey Responses

1) Do you feel you understand the C-A-S program's goals and concepts? 98% responded enthusiastically positive.
2) Do you support the C-A-S program?

99% responded enthusiastically positive.

3) Would you recommend C-A-S to other school districts, states, and nation? 87% responded enthusiastically positive.
4) Would you send your child to C-A-S?
88% responded yes.
5) Would you recommend C-A-S to other resources, for them to take C-A-S students? 89% said yes.
6) Would you consider hiring a C-A-S student?
80% said yes.
7) Do you feel that the C-A-S program helps C-A-S students with their education, careers, work and life?
82% said yes.
8) 95% of the Community Resources supported enthusiastically and understood the C-A-S programs, concepts, goals and learning needs of C-A-S students.
9) The only sensitive area and potential negative area in the entire survey was the fact that 74% of the Community Resources indicated that they had not seen a C-A-S resource coordinator at the field site recently. 85% of the resource coordinators expressed the desire to have greater communication and visits from C-A-S personnel and greater help with the coordination of learning activities and supervision of C-A-S students.

c. Community Resource Conclusions:

From the surveys and communications from the C-A-S resource personnel it can be concluded that the Community Resources enthusiastically support the C-A-S program at the very significant levels of 95 percentile support on at least 85% of the C-A-S measurement criteria.

VI. CONCLUSIONS

A. C-A-S program renders a significant educational service for its students based upon its validation accomplishments of significantly accomplishing seven (7) of their targeted eight (8) validation objectives at the p=.01 and p=.05 levels of significance. The students, faculty and community resources all support enthusiastically and recommend the C A-S program to other communities as a truly qualitative program.

1. C-A-S alumni students enthusiastically support the C-A-S program and concepts.
2. C-A-S students achieve at the normative levels in Career Maturity Competencies in the areas of

   a. knowing yourself, b) knowing about jobs, c) choosing a job, d) looking ahead,) what should they do?

3. C-A-S students did not achieve significant growth in the areas of Career Maturity Competence over their normative comparative groups or in growth and development over their pre-test entrance level performance.

4. The C-A-S instructional programs indicate a trend towards having the capability of increasing C A S students' problem solving abilities. This area merits further study, evaluation and development.

5. C-A-S students significantly increased their awareness of career and educational goals, as well as their positive attitudes towards self, towards C-A-S and career opportunities as a result of one year's experience at C-A-S. (as compared to pre-test data).

6. C-A-S students significantly improved their career maturity attitudes after one year's experience with the C-A-S program. C-A-S program is signficant in helping C-A-S students to constructively change and develop positive career maturity attitudes. (compared to pre-test.)

7. C-A-S students career attitude achievement is equivalent to the normative attitudes of students from regular high schools. The school populations are the same, statistically speaking.

8. The C-A-S program has significantly demonstrated at the p=.001 level of significance that C-A-S can improve previous poor high school attendance patterns and that they can increase a high school students daily and yearly attendance at high school.

9. C-A-S students achieved significant scholastic achievement and development in the number of Carnegie units completed during their one year at C-A-S as compared with their previous scholastic achievement patterns at their previous high school.

10. The C-A-S faculty made significant contributions in the area of curriculum production and the development of student learning activities and resources.

This is indicative of the positive support that the faculty resource have for C-A-S.

11. The C-A-S faculty enthusiastically supports, at the 83rd percentile, the C-A-S programs concepts, philosophy and demonstration potential. 100% of the faculty recommend that the C-A-S concept be demonstrated as an alternative high school throughout the nation.

12. C-A-S community resources enthusiastically support and recommend the C-A-S program at the 95% significant levels.

VII RECOMMENDATIONS

A. On the strength of the very powerful and meaningful accomplishments of the C-A-S program's significantly accomplishing 7 of their 8 validation objectives, it is enthusiastically recommended by the validator that the C-A-S program be granted a demonstration grant to continue their process evaluation and development activities.

B. Demonstration and communication materials should be developed. The C-A-S faculty and administration should be encouraged to continue their organizational self-evaluation process and, with the help of an external consultant, a) to refine their internal communications network procedures among students, faculty, parents and resource constituencies and b) to continue their administrative decisions making reorganizational plans relative to horizontal and vertical type administrative decisions.

C. If possible, more opportunity should be provided for the resource coordinators to visit their community resources.

D. C-A-S personnel should be encouraged to apply for additional grants to continue the C-A-S program's growth, development and demonstration potentials.

E. C-A-S resource coordinators and community resources personnel should continue to work on their LEAP curriculum development plans towards Phase III levels of accomplishment for every C-A-S resource area. These LEAPS should include specific learning activity goals and objectives that a student can explore, accomplish some level of proficiency at and be evaluated on within each resource activity. This is a monumental job which will require additional time and effort; however, it is believed that the extra effort will result in increased student learning and increased positive support from students and parents.

F. More emphasis should be placed on monitoring students learning activities at community resource centers.